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ABSTRACT

Program implementation suggestions are provided for directly involving parents in the formal education of their children, both in the classroom and in the decision-making process. Recommendations are intended to clarify the role of parents and community in the early education childhood programs, to facilitate parental involvement in the classroom, and to facilitate parental involvement in the decision-making process as related to planning, implementation, evaluation, and modification of the programs. Guidelines outline ways of: (1) providing parent education, (2) selecting qualified teachers and staff for parent education, and (3) recruiting and organizing volunteer participation. Special tips are provided on how to write news releases, how to contact clubs and service groups, and how to interest men in doing volunteer work in the schools. (CS)

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SCHOOL VOLUNTEER

LOS ANGELES CITY SCHOOLS

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JAN. 31 1975

EARLY CHILDHOOD EDUCATION

HOW TO ORGANIZE VOLUNTEERS

HOW AND WHERE TO FIND VOLUNTEERS

BEST COPY AVAILABLE

PS 007794

REPRODUCED BY:

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
VOLUNTEER AND TUTORIAL PROGRAMS
450 NORTH GRAND AVENUE, ROOM G-114
LOS ANGELES, CALIFORNIA 90051

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FALL, 1973

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INTRODUCTION

Each school should develop a comprehensive program of parent participation to the requirements of the school and the needs and desires of the parents. The recruitment program should identify ways of involving parents more actively in their children's education. Some of the ways in which parent volunteers can assist in the primary school program are as follows:

helping with teaching activities;

tutoring;

contributing information about various careers;

assisting in bilingual situations;

acting as liaisons between the school and community agencies.

EARLY CHILDHOOD EDUCATION PROGRAM
IMPLEMENTATION RECOMMENDATIONS
FOR
PARENT PARTICIPATION

INTRODUCTION

Even though the primary responsibility for the child's development falls upon the family, compulsory attendance at school automatically transfers a considerable share of this responsibility to the school. Therefore, the school is obligated to recognize that because of this shared responsibility, parents should share in determining the direction and content of their children's schooling.

The early childhood education program must provide opportunities for parents to be directly involved in the formal education of their children, both in the classroom and in the decision-making process.

Such participation by law must begin in the initial planning of each program, and shall be an on-going process extending through the implementation, evaluation and necessary modifications.

The growth and development of the preschool child reflects the home and family environment in which he has been reared. Recognition should be given to the diverse values and lifestyles of the child's background environment: the multilingual-multicultural family as well as the native speakers of English, the rural as well as the urban, the poor as well as the rich, the migrant families as well as those from permanent homes. The early childhood education plan should reflect these differences, allowing parents and community people to design appropriately for their children in their own specific setting, according to their needs, interests, desires and capabilities. When the child begins school, the school environment becomes a powerful additional influence. To meet the unique needs and talents of each child, home and school should clearly understand and reinforce contributions made by each environment.

The program implementation suggestions are to clarify the role of parents and community in the early childhood education program, to facilitate parental involvement in the classroom, and to facilitate parental involvement in the decision-making process as related to planning, implementation, evaluation and modification of the programs. These are minimal recommendations, and are not intended to reduce the level of participation in current or related programs that may have surpassed them.

DEFINITIONS

The following definitions are provided for the purpose of common understanding and clarification:

advisory committees - a resource to the district or the school, the superintendent, the board or the principal. Advising in this sense means to inquire, inform, suggest, recommend and evaluate.

advisory committee functions - include but are not limited to:

a. Participating in the decision making process through involvement in the assessment of educational needs, the planning of the educational program, the definition of goals, and the evaluation of the early childhood education program and its effectiveness

b. Facilitating communication between school, parents and community.

c. Informing and advising school staff regarding community conditions, aspirations, and goals.

d. Assisting in providing support to parents, teachers, students, and community for school programs.

parent representative - any adult who is the natural parent, legal guardian or other person who has the primary responsibility for the maintenance and welfare of a child that is potentially or currently enrolled in the early childhood education program, and is not a paid employee of the school district or any school affiliated program.

community representative - an adult who is not a parent of a child currently enrolled in the early childhood education program, or member of the faculty or administrative staff or classified staff or a school participating in the early childhood education program, and who resides or spends the major portion of the work day within the boundaries of the attendance area of a school participating in the program.

school staff - all paid employees and volunteers working in the early childhood education program.

school-community - every member of the entire community - all residents, taxpayers, students, parents and school staff - living or working within the boundaries of the attendance area of a school that is participating in the early childhood education program.

parent participation - parent activity in the classroom under staff supervision.

parent involvement - the parents of children potentially or currently enrolled in the early childhood education program who take an active part in the initial planning, implementation, evaluation, and modification of the program.

decision-making - individual and groups should be included in all possible decision-making, and assist in guiding and carrying out of assigned functions. Parents must be involved in developing the proposal before it is submitted to the governing board of the school district for action. By law, the board of school trustees or board of education of a school district is responsible for final decisions. (Education Code Section 921).

active cooperation - accomplishing what is desired by acting together.

program - a unique combination of personnel, facilities, equipment and/or supplies which operate together according to a plan to accomplish common educational goals or objectives for the children and their parents.

SCHOOL DISTRICT

In each school district, with the active cooperation of parents, community and teachers, there may be developed a plan for early childhood education that is consistent with state policies and yet meets the unique needs of the school population involved. Any assessment of needs should be reflective of ethnic and cultural preferences, and racial and economic characteristics of each eligible school population.

"The local governing board shall provide for the establishment of a District Advisory Committee with advisory responsibilities to the local governing board. The Committee shall include broad representation of the local community, including parents of primary age children, economic and ethnic groups represented in the district population, as well as teachers, administrators, aides, support personnel, community service agencies, and the business community. Parents not employed by the district must comprise a simple majority of the advisory committee, selected by an equitalbe representative process.

If an Advisory Committee or Council which substantially meets the requirements stated above is already functioning (such as for Title I or Preschool) this existing advisory body may serve for early childhood education.

The District Advisory Committee shall be responsible for a minimum of four specific tasks. These are to advise the district governing board regarding:

a. Establishment of a timeline for development of the district master plan

b. District-wide needs assessment on a school-by-school basis

c. Establishment of district program goals and objectives

d. Recommendations as to which schools to include in each phase."[1]

Districts should make all information, rules, and guidelines about the early childhood education program easily available to parents. This information should be written in language easily understood, and in the language(s) reflecting the ethnic make-up of the school-community.

It is recommended that the additional functions and responsibilities of the District Advisory Committee should be clearly defined, and should be the result of open meetings, discussions, and goal-setting sessions occurring in a manner that will maximize the participation of all segments of the school-communities.

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[1] Policies for Early Childhood Education. State Department of Education, Sacramento: 1973. p.1.

LOCAL SCHOOL ADVISORY COMMITTEES

By law there must be established at every local school engaging in the early childhood education program a School Advisory Committee which will be involved in the initial planning of the early childhood education program at that school, and also involved in its implementation, evaluation and modification.

The functions and responsibilities of the local school advisory committee must be clearly defined, and be formulated as the result of open meetings and discussions by the school-community and the elected parent representatives of the school committee.

"This committee shall include broad representation of the parent population served by the school, including socio-economic and ethnic groups represented in the school attendance area as well as representation from teachers, aides, support personnel, administrators, and the community. Parents not employed by the local school must comprise a simple majority of the advisory committee, selected by democratic process. Parents of primary age children must be represented on the committee.

If there is an existing local school committee, it may be utilized, provided the committee substantially meets the requirements stated above.

The local school advisory committee is responsible for advising the principal and staff in developing a detailed master plan for the individual school and submitting the plan to the governing board for its consideration for inclusion in the district master plan.

The local school advisory committee is also responsible to assure that technical evaluation advice has been sought during the program planning process to determine whether the evaluation process and instruments will adequately reflect the achievement of the program objectives.

Each district applying for early childhood education funds under Section 6445 of the Education Code shall include assurance statements from the district governing board and the superintendent that each school plan was developed with the appropriate involvement of parents, community, teachers and administrators."[2]

Any violation of the above Code section discovered through an evaluation or audit process shall be considered grounds for denial of expansion of funds for the next planned phase of implementation within said district.

At each school in the early childhood education program, parents and staff might jointly participate in making decisions about the early childhood education program in some of the following ways:

1. Help develop the budget based on the formulas and allocations of funds for the early childhood education program at their school along with other categorical aid funds

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[2]Policies for Early Childhood Education. State Department of Education, Sacramento: 1973. p.2.

2. Recruit and select volunteers for the local school program and make recommendations to the governing board regarding staff and administration for the early childhood education program at their school

3. Be involved in determining the process for the direct involvement of parents in the classroom as paid employees, volunteers and observers

4. Parents and children currently or potentially enrolled in the early childhood education program should be offered the opportunity to visit the school and early childhood education classes at times reasonable and convenient to the parent. Parents should be encouraged to observe classes often.

5. Plan the evaluations and determine the need for modifications of the early childhood education program at their school and make recommendations for changes at any other level of school jurisdiction

6. Help develop parent education programs which are responsive to needs expressed by the parents themselves

7. Help develop preservice and inservice staff training programs, so that parents, community, teachers and administrators can learn about the early childhood education program together, in order to develop a cohesive unit that can work together to implement the program.

Aides and volunteers should be recruited from all segments of the school-community, but it is recommended that consideration be given to preference for non-professional employment of parents of children potentially or currently enrolled in the early childhood education program. Early childhood education experience obtained as a volunteer should be given consideration in assessing qualifications for non-professional employment.

EARLY CHILDHOOD EDUCATION PROGRAM
IMPLEMENTATION RECOMMENDATIONS
FOR
PARENT EDUCATION

A parent education program is a required component for approval of an early childhood education proposal.

DEFINITION

Parent education is a continuing educational program and process which (1) focuses upon parental skills and understandings particularly related to understanding growth and development in the early childhood years and (2) reinforces the concept of cooperative responsibility between home, school and community.

PARENT EDUCATION GOAL

The goal of parent education is that parents will acquire expanded knowledge and understanding of children, combined with increased skills in guiding children in their healthy development and facilitating their competence in learning. These increased understandings and skills will help enrich, supplement, and reinforce the educational growth of each child.

ELIGIBILITY

Parents and all other adults who work with any existing state preschool, head start, or children's center or other child care programs from which pupils come to a given school and those of the K-3 children being served should be included in the parent education offerings developed under this program.

It is essential to establish effective communication to inform and encourage parents and other eligible adults of the parent education program and its benefits, including multi-lingual communication when needed to reach the non-English speaking.

PURPOSES OF THE PARENT EDUCATION COMPONENT OF THE EARLY CHILDHOOD EDUCATION PROGRAM

Each participating school must have a parent education program. This program should offer an opportunity for parents to:

1. Learn more about growth and development - especially the early years
2. Acquire understanding of the early childhood education program, its rationale and procedures
3. Become an integral part of, and an equal partner in, the educational proces
4. Learn about and compare child rearing practices in various settings and cultures to better understand effective child rearing in relationship to society
5. Gain skills for effective participation in the classroom
6. Enhance motivation, knowledge, and skills for extending the child's learning at home

7. Better understand themselves and the importance of the roles they assume

8. Increase their self-confidence as parents

9. Understand the physical potentialities and limitations of children

10. Understand prevention of mental and emotional illness.

Parents are the earliest teachers of children and are usually the most influential teachers in a child's life by virtue of primacy and consistency of time which they have for influencing the child. They are the persons who are a continuing and consistent part of the educational process through which each child progresses. The continual knowledgeable and active participation of parents is a vital force in the early learning experiences of their children. What the parents teach consciously and by example, or by default, will depend upon their backgrounds of knowledge and experience.

Parent education and parent involvement are closely teamed. Each reinforces and adds depth to the other.

Just as the early childhood education plan is attempting individualized student instruction, so the parent education program should, as much as feasible, meet the individual needs of parents.

SOME SUGGESTED WAYS OF PROVIDING PARENT EDUCATION

Parent education classes: Seminars or workshops can be provided under adult education, continuing education or extension established under the auspices of unified, secondary, or community college districts, or by a college or university. Private industry offers some systems and training (see resource references). Parents can be provided with parent education on a less formal basis by skilled, sensitive staff working within a given school. All parent education should be offered on a regular basis.

Part of the funds allocated to the early childhood program may be used to supplement adult education funds in order to provide for small groups and to offer other approaches to parent education. The feasibility of mobile classrooms might be considered.

Parent education classes under the sponsorship of adult education or extension. Such classes can be tailored to the specific needs of any early childhood group with content based on the needs and interests of the particular community of parents. The size of an adult education class is a matter for district decision. In general, parent education classes are more effective when they are small and allow for group discussion and interaction.

Parent participation classes. These classes might be set up on a primary class-by-class basis or combined. In such classes, the parents, after a period of orientation, work directly with children in the classroom under the guidance of a teacher skilled in working with both children and adults. A specified period of time each week is spent in a teacher-parent discussion of teaching/learning approaches, developmental needs and strengths of children, and evaluation of individual parent work.

Guided observation of children in the classroom. This method provides visual reinforcement of the teaching/learning activity. As parents view a classroom or group of children in action, they need to be given orientation --- opportunity to know what they are observing and what they should watch for, with ample opportunity afterwards to discuss their observations, raise their questions and to receive satisfying answers.

Small group meetings. Meetings in homes and other neighborhood locations can reach out to some parents more effectively than a large group or printed pamphlet can. Talking around the table in a neighbor's kitchen is unthreatening, nondemanding of any formality, and can permit a participant to express feelings and attitudes freely.

Workshops. Parents and school staff together will benefit from such sessions, especially in observing demonstrations, followed by participating, and in the making of home/school teaching devices.

Informational meetings. Lectures, film forums, panels, symposiums, etc., may be established by the school on a volunteer or informal basis or under adult education Discussions should be led by skilled persons.

Parent-teacher conferences and home visits. Such conferences are a strong asset when their content is clearly related to the objectives of the program for parents and children. Usually, the most constructive conferences are those which are scheduled. Informal conferences in the corridors or on the playground may be excellent take-off points. Such informal conferences should be followed up in most instances with some more focused parent-teacher discussion without distraction.

Home visits. Visits can be used both for parent-teacher conference and a way of providing instruction or demonstration in educational home activity. A home visit is a professional function to be used for the purpose of reaching program goals and should never be made to satisfy personal curiosity or to fulfill a requirement.

Informational materials. These should be a part of every parent education componer The development of a school-parent lending library, both books and pamphlets, will be of much value to some parents. Many P.T.A. units started and continued such libraries in the last two decades and a nucleus of books may still be available in some schools. Media presentations may be preferred and these might be offered by various aduio-visual media or educational T.V. or radio. Publications, newsletters and individual correspondence might be considered to supplement group parent programs.

Other ways. Parent education can be provided through many different mediums including all those presently existing. It can be information-giving, a discussion of teaching and learning, a one-to-one analysis of how parent and classroom teacher can work increasingly effectively with a child. Innovation and creativity in developing new formats for effective teaching and learning is encouraged. Knowledge gained from research should be incorporated into the program.

Classes, when utilized, should be scheduled on a regular basis and take place at the approximate nearest local school, not in a centralized location. When childr attend schools which are geographically distant from their neighborhood, parent education opportunities should be brought to the parent.

At least three to five of the different approaches to parent education discussed above are urged for the school and district plan.

A well designed parent education will strengthen the efforts of home, school and community to work together to reach program objectives.

TEACHER QUALIFICATION AND STAFF SELECTION FOR PARENT EDUCATION

Persons who will conduct the parent education program should be selected with great care. Those responsible for parent education might be credentialed parent educators, parents, paraprofessionals, or appropriate district or county staff or related professionals in the fields of health, psychology, or social work. The local adult school probably is a resource for well trained parent education and parent participation teachers who have years of experience in this field. This is an excellent resource for providing parent education as well as for training early childhood staff to work with parents.

The qualifications for a teacher of parents are far more than the academic minimums set by regulation. Equally important to the academic background of the persons selected is their background of experience working both with young children and adults.

Qualifications of a parent educator who can provide more than marginal service in parent education are found in persons who have extensive knowledge of children and human behavior, perceive the task as encompassing far more than academics, and perceive parent education as a two-way process between parent and teacher.

They should have warm personal qualities such as those needed by teachers in the childrens' program, understand the culture of the community served by the school, be able to communicate effectively with adults, and be willing to continue learning from parents, from children, from other teachers, and from further study.

For informal offerings consideration might be given to persons who lack academic requirements for a credential, but who have large amounts of successful experience resulting in unusual understanding of parents and the parenting process, and ability to communicate or lead parents effectively in parent education.

If any full time teacher, counselor, or parent educator is assigned any part of parent education as his responsibility, he would need to be given sufficient time to make it possible for him to achieve the objectives set.

If the early childhood teacher is to make home visitations as a part of the parent education component, allowance for time for this activity should be given. If a team approach to group parent education is to be utilized, perhaps by a combination of an adult education/parent education teacher and an early childhood teacher, this will take time for both planning and implementation. It would be important that each school recognize the time factor in its planning for the use of existin school staff.

The district and each individual school plan should also provide for involvement of school and district non-teaching personnel i.e., administrators, counselors nurses, psychologists, social workers and attendance officers in pertinent phases of the present education component.

ADMINISTRATIVE AND FISCAL COMMITMENT

There may be some administrators and some teachers who are not yet certain of the demonstrated values which can result from active participation in the parent education process and will need help in understanding its potential impact. Therefore, it is recommended that administrative staff and teachers need at least one parent education orientation under the direction of a qualified parent educator.

In districts with more than four schools participating in the early childhood plan, it is suggested that one person be designated as director or coordinator of parent education if one does not already exist under adult education and that person charged with the responsibility of developing a creative parent education program in concert with the advisory committees. This might be a district coordinator or county coordinator.

Evaluation of the parent education program should be included in the total evaluation program.

*State of California
Department of Education
State Education Building

Memo to Superintendents of Schools
From H. Glenn Davis
February 21, 1973

HOW TO ORGANIZE VOLUNTEER PARTICIPATION

School administrators and staff should assess the resources of the school and community as they relate to the needs of children. All available community resources should be examined and it should be determined how such resources might be coordinated within the designed early childhood education program.

DECISIONS TO BE MADE BY ADMINISTRATOR AND STAFF IN ORGANIZING VOLUNTEER PARTICIPATION

WHO will be responsible for the school volunteers, their recruitment, training and supervision;
WHAT jobs will volunteers be expected to perform;
WHY is their a need for volunteers;
WHEN can the volunteer probram be initiated;
WHERE can you find volunteers who will be interested in your program?

GUIDELINES AND REMINDERS

1. Setting Goals For Your School Volunteer Program

- purpose of the school volunteer program
- function of the school volunteer program

2. Need For School Volunteers

How will the school or program benefit by utilizing volunteers? Is there a readily observable need for school volunteer services and, can these services be translated into clearly defined jobs for volunteers?

3. What Volunteers Will Do

- administrative volunteers
- service volunteers
- definition of their roles and responsibilities

Are roles clear enough so that all understand their roles and their relationships?

4. Administration of a School Volunteer Program

- Operation Teamwork
- Principal
- Staff Coordinator
- School Volunteer Chairman

Can staff time be budgeted to be allocated for effective implementation of a school volunteer program? Have staff members at all levels been involved in thinking through the proposal to use volunteers in the school program? Will they give support to the volunteer activities? Will your school be able to assign responsibility to one central staff person for supervision of school volunteer activities?

5. Guidelines For Volunteers

- responsibilities
- rights
- accountability

What are your expectations of the level of volunteer performance? Are you prepared for unevenness of service and turnover of workers? These are almost always a part of any volunteer program.

Is your school willing to make available supervision and training for the school volunteers?

Are teachers ready to accept the volunteers as colleagues and to give them appropriate recognition for their services?

Is your school willing to welcome volunteers from all social classes in the community so that the volunteer group will be truly representative of the total community which supports public education?

Is there readiness to use volunteer participation at every appropriate level of school volunteer services up to and including policy making?

Is your school prepared to modify the school program in the light of volunteer contributions and possible enrichment of the program?

These are difficult questions and if a school is to gain the added dimension and stature which soundly conceived and executed volunteer programs can give, there must be true commitment in depth to those actions which will make the program effective.

Dean Glasser has said that it takes conviction, challenge, climate and commitment to develop truly effective volunteer professional activities.

Professor H. Harry Giles of the School of Education of New York University has summarized well fifteen basic principles which motivate persons to volunteer:

- participation
- faith
- belief in the plan of action
- recognition of the problem
- being critical of life
- attacking the root problem
- to identify personally
- to be wanted
- seeing a range of possibilities
- rewards and recognition
- trust and responsibility
- to have power
- to associate with positive action
- to enhance self-respect
- to grow and belong.

RECRUITMENT

HOW TO REACH PARENTS

Home visits

Meeting with various parent groups; community organizations; religious groups

Talking with parents as they bring their children to school

Announcements through the various mass media

Notices on the bulletin board

Students are the best recruiters.

Personal invitation to parents by someone who knows them:
- nurse
- teacher
- crossing guard
- principal
- a friendly mother father who knows the neighborhood
- the grocery store, beauty parlor, laundromat

WHERE TO RECRUIT YOUR SCHOOL VOLUNTEERS

Recruiting should be a process rather than a problem. A tour of your school community in action will lead to many human resources.

Contact various offices and agencies for referrals. Particularly those agencies listed below:

1. Los Angeles City School Volunteer & Tutorial Programs Office
2. women's clubs and organizations
3. advisory councils
4. parents of school children
5. education department of local colleges and universities
6. community and civic clubs and groups
7. service clubs
8. senior citizen clubs
9. private business and industry
10. churches, temples and synagogues
11. parent-teacher associations
12. men's clubs, lodges, fraternities, etc.
13. personal contacts with individuals and friends
14. high school home economics clubs
15. labor unions
16. Watch news stories in the papers about people with skills.
17. contact local libraries
18. musician organizations
19. artist groups
20. local chamber of commerce
21. local Voluntary Action Centers
22. Posters: for bulletin boards, local business and industry, colleges, grocery stores, gas stations, churches, restaurants, coffee houses, banks, libraries and public places

23. brochures and flyers: physicians and dentist offices, beauty and barber shops, hospital waiting rooms, fraternity and sorority houses and any place where a number of people congregate
24. newspapers
25. radio and television
26. house organs
27. letters to parents
28. P.T.A. newsletters
29. Other suggestions may be found in the booklet "Operation Teamwork, Los Angeles City School Volunteer Program, 1972."

HOW TO WRITE NEWS RELEASES FOR RECRUITING VOLUNTEERS

* Mail all news releases to the local newspaper.

* Use an interesting lead statement at the BEGINNING of the article.

News releases should have human interest appeal. Requests for specific jobs that need to be done are more likely to get responses than a general appeal for any kind of volunteers. The potential volunteer needs to be able to see herself doing something that has meaning to her. "Can you make hamburgers and dish out ice cream for children's lunch?" might result in a "yes" response, whereas an appeal for "Volunteer Cooks Needed" could scare off potential helpers who might not be that confident about their skills.

Make the news releases as exciting and personal as possible. Human interest stories are most appealing and attract great interest in your program.

Appeal to the public in a manner that makes them feel that they are essential to the functioning of the program, and that there might not BE a program without them.

Give an appealing description of the program and make the services needed broad enough to interest persons of all backgrounds. Send releases to newspapers in ALL areas of the city to draw upon persons from different neighborhoods and backgrounds.

State the HONEST need within the Los Angeles City Schools Volunteer Program's overall service first -- follow up with specifics of particular tasks to be performed by volunteers.

Use a person who is familiar with newspaper work to polish off the releases. (our Publicity Chairman)

Stress the importance of what the volunteer will be doing, not only for the School Volunteer Program, but for the community as a whole. Make the job attractive.

Give a clear idea of the time and training required.

Give name and telephone number of person to contact for further information.

Make the reader feel the procedure is easy -- that he will be welcome and helped from the very beginning.

Get a professional Public Relations person -- or a public relations firm -- to take over your entire program. They can write it off on their taxes since we are a non-profit agency.

In Los Angeles, the Women's Division of the Chamber of Commerce sponsors an excellent annual Press Seminar. Attend yourself -- and take a volunteer! Watch for similar community programs which will add to your skills.

HOW TO BE MORE CREATIVE IN RECRUITING VOLUNTEERS

Use every available source of contacting the public. Utilize sources that haven't been used before. Give potential volunteers as much of an overall view of the area they are going to be working on as you can, and of the role they'll be playing in the Los Angeles City School Volunteer Program.

Invite them to our stimulating, in-depth orientation sessions that range over a period of three hours. It could bring you some very interesting new volunteers.

Use all community resources available and applicable. Usually the Volunteer Bureau would be the best starting point.

Pool recruiters ideas.

Have coffees at which time current satisfied customers (volunteers) are invited to tell their story and inspire others to do likewise.

Get all active volunteers involved in thinking up new methods for recruiting.

PLAN BETTER what you are recruiting for!

Be enthusiastic.

Know your community resources.

Develop attractive, creative materials.

Try to think what would interest YOU in volunteering.

HOW TO CONTACT CLUBS AND SERVICE GROUPS FOR VOLUNTEER PROJECTS

Through an initial contact by mail and then a phone follow-up.

Have a contact within the club. Convince him of the merits of the project and let him use his influence to "sell" the club.

Many groups are constantly looking for program material. Make it known that you are available with talks, slides, etc. about our school volunteers, and how they can participate.

When you're making a talk to a group, don't let yourself get stuck into a crowded program. It's better to plan long in advance with the Program Chairperson and have ample time than to have to tell your agency story in three minutes!

Use direct mail as a "door operner" suggesting the School Volunteer purpose and the needs of the program. PERSONAL follow-up is essential, suggesting program time to personally explain needs to the group membership.

Send an invitational letter to the group asking them to come view our program and see the program need for themselves.

Offer to publicize the donations for the various clubs to give them recognition.

Check the outside activities of the program's board and volunteers for their memberships and interests.

Involve a volunteer to act as a partner in the presentation our our program's story to a service group.

HOW TO SEEK OTHER THAN THE "USUAL" VOLUNTEER

Reach out to specific "unusual" groups such as sewing clubs, carpenter unions, senior citizens, etc.

Be more selective in the screening and processing of volunteers.

Always be on the alert for the unusual volunteer. Often leads are found from a personal contact or from a referral from another agency.

Make presentations of need to groups with memberships of other than the "usual" volunteer.

Publicity on a specific need - and glamorize it!

Put out publicity through special organizations, their bulletins, through professional organizations, church groups, etc.

Have specific literature ready to send to those inquiring.

Visit all segments of the community and know what other parts of the community offer for volunteers.

Write-ups in local newspapers stating your specific need for specific skills generally get response.

HOW TO GET MORE MEN INTERESTED IN DOING VOLUNTEER WORK

Be prepared to give the men a first-hand view of the program and its needs. Point out the areas of service which are suitable to male talents, and encourage them to perform these services. In other words, appeal to his male ego.

Don't let the female volunteers dominate the few men that you do have!

Stress how much men are needed. Make them feel important.

Try to get them to bring their friends.

Define carefully the satisfactions from service to our program.

Have the involvement of men set up in an efficient, organized fashion, recognizing that many men have limited time and do not enjoy the "chit chat" approach.

Be businesslike in your apprach with men. Keep apppointments brief. Prepare to-the-point job descriptions. Have jobs that will INTEREST men, not sewing and cooking, but manual crafts, administration, etc.

Take press releases off the Women's Page -- change the volunteer image and the agency image so there will be a masculine appeal.

Recruit the family as volunteers -- the men are then included.

Recruit in private industries such as TRW, Rand Corporation, IBM, etc.

Look for the recently retured executive -- but be sure you have a job he'll be interested in doing before you go after him!

Don't be afraid to change the volunteer image even though for years it has pretty much been white and female.

FOR ADDITIONAL INFORMATION OR ASSISTANCE CONTACT:

Los Angeles City Unified School District
Volunteer & Tutorial Programs
450 North Grand Avenue, Room G-114
Los Angeles, California 90051
Telephone: 687-4194